

A bill for an act  
relating to education; clarifying rulemaking authority of the Board of Teaching;  
amending Minnesota Statutes 2009 Supplement, section 122A.09, subdivision 4.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 2009 Supplement, section 122A.09, subdivision 4,  
is amended to read:

Subd. 4. **License and rules.** (a) The board ~~must~~ may adopt new rules and amend  
any existing rules to license public school teachers and interns subject to specific  
legislative authority and consistent with the requirements of chapter 14. This paragraph  
does not prohibit the board from making technical changes or corrections to rules or  
repealing rules adopted by the board.

(b) The board must adopt rules requiring a person to successfully complete a skills  
examination in reading, writing, and mathematics as a requirement for initial teacher  
licensure. Such rules must require college and universities offering a board-approved  
teacher preparation program to provide remedial assistance to persons who did not  
achieve a qualifying score on the skills examination, including those for whom English is  
a second language.

(c) The board must adopt rules to approve teacher preparation programs. The board,  
upon the request of a postsecondary student preparing for teacher licensure or a licensed  
graduate of a teacher preparation program, shall assist in resolving a dispute between the  
person and a postsecondary institution providing a teacher preparation program when the  
dispute involves an institution's recommendation for licensure affecting the person or the  
person's credentials. At the board's discretion, assistance may include the application  
of chapter 14.

(d) The board must provide the leadership and shall adopt rules for the redesign of teacher education programs to implement a research based, results-oriented curriculum that focuses on the skills teachers need in order to be effective. The board shall implement new systems of teacher preparation program evaluation to assure program effectiveness based on proficiency of graduates in demonstrating attainment of program outcomes.

(e) The board must adopt rules requiring candidates for initial licenses to successfully complete an examination of general pedagogical knowledge and examinations of licensure-specific teaching skills. The rules shall be effective by September 1, 2001. The rules under this paragraph also must require candidates for initial licenses to teach prekindergarten or elementary students to successfully complete, as part of the examination of licensure-specific teaching skills, test items assessing the candidates' knowledge, skill, and ability in comprehensive, scientifically based reading instruction under section 122A.06, subdivision 4, and their knowledge and understanding of the foundations of reading development, the development of reading comprehension, and reading assessment and instruction, and their ability to integrate that knowledge and understanding.

(f) The board must adopt rules requiring teacher educators to work directly with elementary or secondary school teachers in elementary or secondary schools to obtain periodic exposure to the elementary or secondary teaching environment.

(g) The board must grant licenses to interns and to candidates for initial licenses.

(h) The board must design and implement an assessment system which requires a candidate for an initial license and first continuing license to demonstrate the abilities necessary to perform selected, representative teaching tasks at appropriate levels.

(i) The board must receive recommendations from local committees as established by the board for the renewal of teaching licenses.

(j) The board must grant life licenses to those who qualify according to requirements established by the board, and suspend or revoke licenses pursuant to sections 122A.20 and 214.10. The board must not establish any expiration date for application for life licenses.

(k) The board must adopt rules that require all licensed teachers who are renewing their continuing license to include in their renewal requirements further preparation in the areas of using positive behavior interventions and in accommodating, modifying, and adapting curricula, materials, and strategies to appropriately meet the needs of individual students and ensure adequate progress toward the state's graduation rule.

(l) In adopting rules to license public school teachers who provide health-related services for disabled children, the board shall adopt rules consistent with license or registration requirements of the commissioner of health and the health-related boards who license personnel who perform similar services outside of the school.

3.1 (m) The board must adopt rules that require all licensed teachers who are renewing  
3.2 their continuing license to include in their renewal requirements further reading  
3.3 preparation, consistent with section 122A.06, subdivision 4. The rules do not take effect  
3.4 until they are approved by law. Teachers who do not provide direct instruction including, at  
3.5 least, counselors, school psychologists, school nurses, school social workers, audiovisual  
3.6 directors and coordinators, and recreation personnel are exempt from this section.

3.7 (n) The board must adopt rules that require all licensed teachers who are renewing  
3.8 their continuing license to include in their renewal requirements further preparation  
3.9 in understanding the key warning signs of early-onset mental illness in children and  
3.10 adolescents.

3.11 **EFFECTIVE DATE.** This section is effective the day following final enactment  
3.12 and applies to all new and amended rules proposed by the Board of Teaching, including all  
3.13 new and amended rules that are not yet formally adopted.